

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 2005 N. Central, Rooms 106/107, Phoenix, Arizona, on March 6, 2012, from 9:30 am – 3:30 p.m.

Members Present

Lisa Aaroe
Lisa Bernier
M. Diane Bruening, Ed.D.
Susan Douglas
Amanda Heyser
Gail Jacobs, Ed.D., Vice-Chairperson
Dr. Ida Malian
Leanne Murrillo
Kimberly A. Peaslee
Laura Schweers
Kim Skrentny
Ralph Tillapaugh
Kay B. Turner, Ed.D, Co-Chair
Nancy K. Williams, Co-Chair

Others Present

Joan McDonald, ADE/ESS
Jeannette Zemeida, ADE/ESS
Amy Corriveau, ADE/ECE

Members Absent

Ronald L. Clanton
Robert Hill, Ed.S.
Sharon Lynch
Kathy McDonald
Valerie VanAuker

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Dr. Kay Turner, Co-Chair, called the meeting to order at 9:35 a.m.	1. None.
2. Approval of January 17, 2012 minutes.	Dr. Ida Malian made a motion which was seconded by Nancy Williams to approve the minutes of the January 17, 2012. The motion was approved.	2. Motion carried.
3. Public Comment.	Nancy Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Mentally Ill Kids In Distress (MIKID).	Valerie VanAuker was unable to attend the meeting due to work obligations. This agenda item was tabled.	4. None.
5. Exceptional Student Services.	Some items on the agenda were taken out of order due to presenter availability. Items from the Exceptional Student Services were presented throughout the meeting. Audra Ahumada, AIMS A Coordinator, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards. The ADE staff is working to get the message out that there are new standards in Arizona. They are trying to make sure that school districts and charter schools are including all teachers. Teachers of the significant cognitive disabled students are going to need a lot of support in writing IEP goals and objectives and in the instruction of those skills as well. Arizona is rolling out its cadre of teachers to support the common core standards. This is currently in the development stage. Separate from the cadre, the Alternate Assessment team has a Community of Practice (CoP). There are 34 Arizona teachers that sit on the CoP. Webinars are being held once a month to address different parts of the standards, along with objectives from the consortium grant based on college and career readiness and communication. Every month the teachers fill out a survey. Their biggest issue is on writing IEP goals and objectives and how that will look for instruction. ADE wants to make sure that teachers and districts/charter schools are aware that the content	5. None.

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	<p>of frameworks are posted on the Partnership for Assessment of Readiness for College and Career (PARCC) website (http://parcconline.org/). The content framework is meant to show a framework for how the common core standards can be introduced. Educators need to be looking at and using the information soon.</p> <p>The Arizona 2010 Standards address Appendix B in the Common Core. Test exemplars give a list of the stories, poetry and “read-alouds” that have great text complexity to increase the rigor and the type of questions that students will be asked on the assessment. Teachers need to be aware of the list and acquire the materials for their classrooms.</p> <p>Ms. Ahumada has seen the math core content connectors and the reading. The writing content connectors were going to be addressed the week of the March SEAP meeting. The consortia are adamant about putting out materials that are final and ready.</p> <p>Joan McDonald, Deputy Associate Superintendent, Arizona Department of Education (ADE) Exceptional Student Services (ESS), informed the Panel that ESS is already conducting training in reading and math. However, the training is only for those schools that are part of the ESS training cadre. It isn’t statewide training at this point in time.</p> <p>ESS is trying to coordinate the training with five regional training centers under Race to the Top. The plan is to train a cadre of teachers who will then go out and train on the common core and the assessment. Special education is included in that plan.</p> <p>The initial fee for past trainings covered the cost of the materials. It is really material-intensive. The standards are not one or two pages. They are massive documents.</p> <p>The National Center and State Collaborative (NCSC) Consortium is trying webinars. They are having “growing pains” using them. They find that someone is logged on and then their signal is dropped and they get locked out of the webinar. NCSC is trying to find a way that teachers can do the training on their own and be successful.</p> <p>The CoP trainings are being held after school. Trainings are held on Monday and Thursday at 3:00 or 4:00 pm. They have options for training.</p> <p>Ms. Ahumada fielded questions from the Panel. See Addendum A to 3-6-12 minutes.</p>	
6. Raising Special Kids Data Paper.	<p>Raising Special Kids (RSK) was unable to send a representative to the meeting. Ms. Williams read a one-page report submitted by Chris Tiffany from Raising Special Kids.</p> <p>RSK collects data from phone calls, walk-in, emails and outreach events. Behavior data is</p>	6. None.

Topic	Discussion	Outcome
	<p>collected under the following sub-issues:</p> <ul style="list-style-type: none"> • Behavior issues • Positive Behavior Intervention Plan • Functional Behavioral Assessment • Seclusion and Restraint • Discipline <p>Behavior is their third most requested issue in special education, behind general IEP inquiries and assessment/identification/evaluation.</p> <p>In 2011 RSK had 140 contacts regarding behavior. From Aug. 1, 2011 – Feb. 29, 2012 there have been 111 contacts regarding behavior.</p> <p>As the Parent Training and Information Center for the State of Arizona, RSK works with families in understanding their rights, role and responsibility in the special education process. They discuss options with the intent of giving families the tools they need to work with IEP teams and make informed decisions about their child's education.</p> <p>An additional option families have when they contact RSK is a connection with another parent that has a child with the same diagnosis, or similar issues, as their child. Parent to parent support is a large part of the organization.</p> <p>Panel members commented on the information.</p>	
7. ADHS/Division of Behavioral Health Services.	<p>The presentation was given by Kim Skrentny, Senior Clinical Advisor, Arizona Department of Health Services (ADHS), Division of Behavioral Health Services (DBHS), Children's Behavioral Health Service Delivery System. Ms. Skrentny is also a member of SEAP.</p> <p>The eligibility status is based on several different factors</p> <ul style="list-style-type: none"> • Title XIX (Medicaid) – Serves children up to the age of 18 • Title XXI (KidsCare) – Services under this title are currently frozen to new eligible individuals due to State of Arizona budget cuts; there is a wait list. • Not qualified for Title XIX/XXI, yet eligible as a person with a serious mental illness (SMI) – must be 18 or older • Covered under another health insurance plan or "third party", including Medicare • Be without insurance or entitlement status and asked to pay a percentage of the cost of services 	7. None.

Topic	Discussion	Outcome
	<p>ADHS/DBHS manages the delivery system through contracted Regional Behavioral Health Authorities (RBHAs), Tribal Regional Behavioral Health Authorities (TRBHAs), and Tribal Contractors.</p> <p>As of November 2011 there were just over 51,000 children receiving behavioral health services in the ADHS system.</p> <p>The FY2012 Behavioral Health budget is \$1.27 billion. The breakdown is as follows:</p> <ul style="list-style-type: none">39% -- Children36% -- SMI15% -- GMH8% -- SA1% -- Crisis1% -- Prevention <p>Ms. Skrentny provided Panel members with a poster that outlines accessing/paying for Behavioral Health Services. The information can be located at http://www.azdhs.gov/bhs/pdf/AccessingBHSsystem.pdf. The poster contains links for the RBHAs/TRBHAs and which regions they serve. She encouraged Panel members to share the information.</p> <p>The ADHS/DBHS Crisis System is available to everyone in the state. Individuals do not have to be Medicaid-eligible. Anyone who has a behavioral health emergency and needs crisis services would be able to receive services. The individual does not have to show proof of lawful presence in Arizona for crisis services. This is the only service offered in the system that has this condition.</p> <p>Once the person is past the crisis and they need to move on to possible ongoing behavioral health treatment they do have to show lawful presence or US citizenship to be able to get those services.</p> <p>ADHS/DBHS delivers behavioral health services to special populations and prioritized groups through Federal grants.</p> <p>The focus of The Substance Abuse Prevention and Treatment (SAPT) Block Grant includes:</p> <ul style="list-style-type: none">• Prevention and treatment services for persons with substance use disorders;• Early intervention services for HIV and tuberculosis disease in high-risk substance users; and	

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	<ul style="list-style-type: none">• Services to mothers who are trying to regain custody. <p>Priority populations include:</p> <ul style="list-style-type: none">• Pregnant women/teenagers who use drugs by injection;• Pregnant women/teenagers who use substances; and• Other persons who use drugs by injection. <p>The Community Mental Health Services (CMHS) Block Grant focuses on building service delivery in the community where the individuals live and interact. It is based on two populations: children who have a serious emotional disturbance and adults who have a serious mental illness. These are community-based services that are delivered to non-Medicaid eligible individuals in those two populations.</p> <p>The Projects for Assistance in Transition from Homelessness (PATH) Program provides outreach services to persons who are:</p> <ul style="list-style-type: none">• Homeless or at imminent risk of becoming homeless; and• Suspected to have/or have been determined to have a serious mental illness or co-occurring serious mental illness and substance use disorder. <p>Information was provided on the Covered Behavioral Health Services provided through the public behavioral health system.</p> <p>Ms. Skrentny gave the Panel an historical perspective of the delivery of behavioral health services.</p> <p>ADHS wants its behavioral health services delivered and designed in such a way so we will see children achieve success in school, continue to live with their families, avoid delinquency (so they don't end up in the court system) and eventually become stable and productive adults.</p> <p>Ms. Skrentny spoke of Child and Family Team practice and her success in using the model. She encouraged Panel members to visit the website and learn more about the practice model and share the information with their colleagues.</p> <p>The Children's System of Care goals are:</p> <ul style="list-style-type: none">• Increase the percentage of children who live with their families• Increase the percentage of youth who experience educational success• Increase the percentage of youth who transition to a successful adulthood• Decrease youth substance use• Decrease statewide rates of youth suicide completion	

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	<p>Ms. Skrentny shared information regarding the Statewide Children's Initiatives. They include:</p> <ul style="list-style-type: none"> • Meet Me Where I Am campaign • Child and Adolescent Service Intensity Instrument (CASII) • Developmental Behavioral pediatricians • Collaboration with schools <p>In collaborating with the schools ADHS/DBHS developed an instructional guide that behavioral health staff can use to educate themselves on how the education system is set up. The guide contains information how they can collaborate with schools through Child and Family Team practice, mandates that run the education process, and how to coordinate resources and service delivery. The manual is currently being translated into Spanish.</p> <p>Ms. Skrentny fielded questions from the Panel.</p> <p><i>Due to the detailed nature of Ms. Skrentny's presentation, her PowerPoint presentation has been included as Addendum B to 3-6-12 minutes. The web links for many of the items discussed above are included in the PowerPoint.</i></p>	
8. Exceptional Student Services	<p>Ms. McDonald introduced Lisa Andrew, Director of Comprehensive System of Personnel Development (CSPD), and Linda Mosteller, CSPD Education Program Specialist.</p> <p>Positive Behavioral Intervention and Supports are now referred to as Multi-Tiered Behavior Supports.</p> <p>SELECT is a federally funded program sponsored by ADE. Classes are offered through Northern Arizona University (NAU) Institute of Human Development to anyone in the State. The classes are focused on special education. Participation in the classes can be used for recertification but not for original certification. The courses are free. However, if a participant wants college credit for the class they can pay NAU for the course. The list of courses can be found online at select@nau.edu. The coordinator, Amy Grey, can be contacted at 928-523-1809.</p> <p>The classes are created based on student need. NAU also contacts ESS for feedback on needs in the community. Classes are cancelled if the enrollment isn't high enough. Ms. Andrew asked for the Panel's help in marketing the project to ensure its continued operation.</p> <p>Many of the SELECT classes focus on behavior. Behavior Management classes that may be offered include:</p> <ul style="list-style-type: none"> • School-wide positive behavior interventions and supports 	8. None.

Topic	Discussion	Outcome
	<ul style="list-style-type: none">• Cross categorical adolescence• Emotional disabilities <p>Thirty-two percent (32%) of the classes are focused on behavior. This semester 37% of the classes that were held were focused on behavior.</p> <p>ESS/CSPD started a tuition assistance grant two years ago. The purpose of this grant is to provide tuition assistance to qualified education personnel pursuing one of the following graduate programs:</p> <ul style="list-style-type: none">• Positive Behavior Consultant (PBC) Certificate offered by Northern Arizona University, Institute for Human Development (NAU/IHD) (9 credit hours total)• Behavior Support Specialist (BSS) Certificate offered by the University of Arizona, College of Education (UA/COE) (9 credit hours total) <p>NAU informed ESS last year that they will no longer continue the PBC Certificate because they want people to get Board Certified Behavior Analysis (BCBA) certified.</p> <p>The Directors Institute, a 3-day conference, will be held Aug. 27-29, 2012 at the Wigwam Resort. Some of the sessions at the conference also address behavior.</p> <p>Arizona High Achievement for All (AHAA) is a training program designed to help reduce the number of suspensions and expulsions of students with disabilities and increase the number of students being served in the least restrictive environment. The curriculum promotes the handling of behavioral problems without disrupting the flow of instruction through intervention.</p> <p>AHAA is a 2 year training and is in the 8th year. AHAA will be winding up due to the introduction of Multi-Tiered Behavior Supports training. Since the training began, approximately 150 school teams have participated.</p> <p>This is the inaugural year for Multi-Tier Behavior Supports; a three-year training. The basic premise is to focus on Tier 1 the first year, Tier 2 the second year and Tier 3 the third year. However there will be some overlapping from one year to the next. The curriculum is based on the School-wide Positive Behavioral Interventions and Supports (SW-PBIS) Program developed at the University of Oregon. School teams are working to develop a school-wide approach to providing effective learning environment for all students.</p> <p>Some of the evidence-based features of SW-PBIS are:</p> <ul style="list-style-type: none">• Prevention	

Topic	Discussion	Outcome
	<ul style="list-style-type: none"> Defining and teaching positive social expectations Acknowledging positive behavior Arranging consistent consequences for problem behavior <p>ESS staff fielded questions from the Panel.</p> <p>Ms. McDonald provided the Panel with an overview on the Multi-Tier Behavior trainings.</p> <p>ESS will be partnering with the Governor's Developmental Disabilities Planning Council on future trainings.</p>	
9. Early Childhood Special Education (ECSE)	<p>Amy Corriveau, Deputy Associate Superintendent, Early Childhood Special Education (ECSE), and the Head Start Collaboration Director, updated the Panel on ECSE activities regarding behavior.</p> <p>ECSE covers Preschool through Grade 3. The role of ECSE is to link the birth to 5 system with the early elementary grades.</p> <p>ECSE has also adopted the tiered model for behavior and academics. Much of the focus is on Tier 1. ECSE focuses more on prevention than intervention. They feel that they have a much stronger impact on preventing children from entering into our system with behavior issues.</p> <p>ECSE has intergovernmental agreements (IGAs) with other state agencies around training for early childhood individuals. ECSE is also responsible for training all of the child care centers in the State on the Early Learning Standards and the HQ program Guidelines. Most of the training regarding behavior is around social and emotional development. There is additional training on conflict resolution which focuses on how teach young children to resolve conflicts as well as training to address classroom transitions.</p> <p>Arizona does not have a well-organized system of support in early childhood. ECSE is working to build this through their collaboration with other state agencies and First Things First.</p> <p>ECSE has administrator training through the Quality Program Guidelines for birth through Kindergarten programs. This is a program guideline for people who are administering early childhood programs so they know what a quality program looks like. The ADE/ECSE guidance document has specific information on addressing behavior.</p> <p>ECSE has been having dialogues with Special Quest – a common methodology/system that could be brought to Arizona. They are looking at needs and cost. ADE cannot do this alone so ECSE is looking at their collaborating partners. First Things First has put funding into an</p>	9. None.

Topic	Discussion	Outcome
	<p>initiative that they are calling "Smart Support". If their local regional councils choose to fund "Smart Support" that puts behavior specialists out in the field. Unfortunately this only applies to certain communities and isn't statewide.</p> <p>ECSE staff is working on a plan to help teams of people work with children (birth to 5) with autism and behaviors around that. This will be a team approach, based out of the public education agency but including local partners in early childhood.</p> <p>The Infant/Toddler Mental Health Specialists in Arizona have the Harris Institute at Southwest Human Development. They are actively recruiting people that would like to have expertise in working with infants and toddlers around the area of mental health. This is a 2-year training program that focuses on infants and toddlers.</p> <p>ECSE works in collaboration with Project Launch. The focus of this group is on children and their behaviors if they have a parent who is incarcerated.</p> <p>Ms. Corriveau provided the Panel with copies on an article entitled, "Prekindergartens Left Behind: Expulsion Rates in State Prekindergarten Programs", written by Walter S. Gilliam, PhD. Children in preschool are expelled from their programs at a rate of 3.2 times more than K-12. When childcare staff aren't trained in how to handle children who manifest a behavior, it is easier to ask parents to remove the child from the program or expel them. The article was published in May 2005. First Things First is working to collect current data around some of the Quality First centers. Right now, Sunrise Preschools is the only child care program funded through DES that accepts children with disabilities and is paid a higher rate to address the child's needs.</p> <p>Ms. Corriveau fielded questions from the Panel.</p>	
10. Exceptional Student Services (continued)	<p>Ms. McDonald informed the Panel that she has just been informed that as of Friday, March 2, 2012 the Office of Special Education Programs (OSEP) is suspending all of their verification visits for the next two years. ADE/ESS is scheduled for a verification visit in 2013 and will proceed as if the visit will still be taking place. She had no other information at the time.</p> <p>CSPD is being split between two directors. Lisa Andrew will continue to be the Director under Recruitment and Retention. A new director will be hired for Professional Development.</p> <p>Based on a survey sent out to the Special Education field, ESS will be restructuring professional development. ESS is looking at a model of data analysis to determine why students with disabilities are not performing as well as they should be.</p>	10. None.

Topic	Discussion	Outcome
	<p>The Annual Performance Plan (APR) was submitted two days early. SEAP members will receive hard copies of the report after ESS receives feedback and makes any requested changes from the United States Department of Education (USDOE).</p> <p>ESS is now in the process of analyzing data for Indicators 4 (Suspension/Expulsion), 9 (Disproportionate Representation in Special Education) and 10 (Disproportionate Representation in Specific Disability Categories) for FFY 2011. Once the analysis is complete the information will be sent out to Arizona's public education agencies (PEAs) for their PEA Determinations.</p> <p>ESS will be addressing data in Indicator 5 (School-Aged Placements) next.</p> <p>Ms. McDonald had a meeting on streamlining Indicator 15 (Effective Corrective Action) scheduled in Denver, CO with Mountain Plains Regional Resource Center (MPRRC) the week following the SEAP meeting.</p> <p>Ms. McDonald fielded questions from the Panel.</p>	
11. Public School Behavior Rubric.	<p>Dr. Kay Turner, Special Education Director, Humboldt Unified School District, SEAP Co-Chair provided the Panel with a copy of the rubric her district uses for student discipline with special education students.</p> <p>Dr. Kay explained that the rubric is used by individuals who have to enforce the rules in her district. Discipline may include suspension of up to 10 days.</p> <p>Dr. Turner explained that most people believe that only an IEP team can change placement. The placement means that a student receives a Free and Appropriate Public Education (FAPE). At what point is disciplinary removal (suspended from school) considered a change in placement? It was determined by the courts that change in placement occurs at >10 cumulative days in a school year – for all students. Less than 10 cumulative days is considered a FAPE-free Zone.</p> <p>School personnel need to keep track of the type of suspensions for a special education student, whether its multiple 1-day suspensions or a few multiple day suspensions. If the suspension is for the same type of behavior, special education personnel should be intervening and considering a behavior intervention plan targeting that behavior or considering a more restrictive environment.</p> <p>When a special education student reaches the 11th day of suspension the school must start providing them services at an alternate location. Most schools do not have an alternate</p>	11. None.

Topic	Discussion	Outcome
	<p>location and have to get creative.</p> <p>If a special education student is getting close to 10 days of suspension, a school has to consider the possibility of conducting a Manifest Determination Hearing. This is a causal relationship hearing. There are two questions that have to be covered at the hearing: 1) did this behavior result from the district's failure to implement the IEP placement; if no then 2) did this student's documented disability have a direct and substantial relationship to this behavior? The only way a special education student can be suspended for more than 10 days is if the answer to both questions is "no". If the school determines that the student behavior is a manifestation then the school can't suspend the student beyond the 10 days.</p> <p>If a student is suspended from the bus, the law states that if a student doesn't have any other way to get to school to receive FAPE, and the student misses a day of school, that day counts toward the suspension count. The school may have to consider providing alternate transportation to ensure that the student attends school.</p> <p>The second rubric outlined discipline used for weapons, drugs, dangerous behavior and showed a flow chart of the steps to be taken for discipline. According to federal law, a student who commits serious bodily injury must be put on long-term suspension or be expelled. However, the district must still provide services for students with an IEP.</p> <p>For weapons, drugs or serious bodily injury, the principal can unilaterally enact a disciplinary change of placement for 45 days to an Interim Alternative Education Setting (IAES). Every district must have one in mind. This gives the district time to bring the IEP team together to write behavior plans, look at placement, etc. If the student is sent to juvenile corrections for a short period of time it doesn't count against the 45 days.</p> <p>Dr. Turner fielded questions from the Panel.</p>	
12. Special Education Advisory Panel (SEAP)	<p>Ms. Williams lead the Panel in discussion regarding the information they were given during the meeting regarding behavior and discipline in relation to special needs students.</p> <p>Panel members made the following suggestions:</p> <ul style="list-style-type: none">• Collaborate ESS, ECSE, Arizona Early Intervention Program (AzEIP), Behavioral Health – look at students with significant needs who will be starting elementary school• Post links on the ADE website for behavioral health resources• How does ESS partner with Dept. of Behavioral Health to distribute information?• Charter schools need more training relating to disciplinary procedures	12. Motion 1 carried. Motion 2 carried. Motion 3 carried.

Topic	Discussion	Outcome
	<p>Nancy Williams made a motion which was seconded by Dr. Gail Jacobs that "SEAP advise ESS to support all efforts to send information to principals/LEAs regarding behavioral health and discipline through the ADE website and the Special Education Director's Listserv to include: information about the discipline flowchart, training modules, CFT information and supports, the links to the Department of Health Services (including the specific documents that were given to the Panel during the current meeting) and assisting schools and families accessing services."</p> <p>The motion was approved.</p> <p>The Panel reviewed the edits to the 2010-2011 SEAP Annual Report.</p> <p>Sue Douglas made a motion which was seconded by Dr. Ida Malian to accept the final version of the 2010-2011 SEAP Annual Report.</p> <p>The motion was approved.</p> <p>The Panel reviewed the edits to the SEAP By-laws.</p> <p>Kim Peaslee made a motion which was seconded by Dr. Kay Turner to adopt the SEAP By-laws as amended.</p> <p>Panel members requested that legal references be adjusted. Jeannette Zemeida and Ms. McDonald will make the requested changes.</p> <p>The motion was approved.</p> <p>Key Points Summary</p> <p>Advisement to ESS regarding Behavioral Health</p> <ul style="list-style-type: none">• ADHS/Division of Behavioral health Services – Kim Skrentny, Children's Behavioral Health Service Delivery System• Overview of Behavioral Health system of services for children• Interfacing with Public Schools Activities <p>Public school Behavior Rubric – Kay B. turner, Director of Special Education</p> <ul style="list-style-type: none">• Explanation of law related to discipline• Sample of discipline flowchart used by an LEA <p>Early Childhood Special Education (ECSE) – Amy Corriveau, Early Childhood Special</p>	

Topic	Discussion	Outcome
	<p>Education</p> <ul style="list-style-type: none"> • Behavior in Early Childhood • The key to behavior issues is knowledge, prevention and collaboration. 	
13. Members Reports from the Field	<p>Nancy Williams reminded the Panel that some SEAP position terms will expire on June 30, 2012: She encouraged current members to reapply.</p> <p>Parents of Children with Disabilities Kathy McDonald Kim Peaslee</p> <p>Teachers Nancy Williams</p> <p>State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et.seq.) Diane Bruening Kay Turner</p> <p>Administrators of programs for Children with Disabilities Robert Hill</p> <p>Representative from the State child welfare agency responsible for foster care Vacant</p> <p>Peoria Unified School District recently held a Transition Fair and had partners from Vocational Rehabilitation (VR), DDD, and multiple agencies serving students and young adults with disabilities. They had a great turnout.</p> <p>Lisa Aaroe related her personal experience as a parent of a child with a disability and compared her knowledge, connections in the field and experiences to a typical parent.</p> <p>Ms. Aaroe suggested that ADE/ESS provide webinars to parents on legal aspects, transition options, and resources.</p> <p>Dr. Turner suggested that the Parent Information Network run the webinars.</p> <p>Ms. Aaroe suggested that a pamphlet on manifest determination be provided to parents so that they can understand the process.</p>	13. None

Topic	Discussion	Outcome
	<p>Amanda Heyser reiterated Ms. Aaroe's statement about parental lack of awareness and understanding about behavioral issues and consequences.</p> <p>Kim Peaslee. In her current position she and her staff invite staff from Department of Development Disabilities (DDD) and ADBHS and CFTs to attend IEP meetings. The collaboration has helped with behavioral issues on her campus.</p> <p>Dr. Ida Malian spoke about student-led IEPs. This may address the issue of students knowing their rights, knowing what an IEP is and talking about transition and their dreams. Parents are involved in the meeting so they need to be educated about their rights as well. She would like to see them resurrected in some districts. She offered to show a DVD she has regarding student-led IEPs.</p> <p>ASU has the BCBA program that leads to a certificate. It is 15 hours and there is a practicum with it. It can lead to a Master's Program or it can be taken separately.</p> <p>Lisa Bernier works at a private Christian high school. They do not have to follow the same laws and regulations as PEAs. However, the school has tried to design its program so the IEPs, forms and procedures would be in line with what is done in a public school. The school has done student-led IEPs for the last 6 years.</p> <p>Ms. Bernier's high school doesn't have "feeder" schools as they are not part of a district-like system. However, private elementary schools in her area have invited her to come present to them regarding special education programs. Two private schools in her area are beginning to create special education programs.</p> <p>Laura Schweers shared current information regarding Project SEARCH. They have started a new program at a hospital -- University of Arizona Medical South Campus. They have a cohort of 12 high school students. They will be moving a young adult to another hospital and will begin another hospital program. In August 2012 Project SEARCH will begin a pilot program on the University of Arizona campus. Project SEARCH has graduated approximately 21 students from the program. They will also be partnering with Medtronic in Tempe. This will serve a small group of young adults.</p> <p>As a social worker Kim Skrentny helped a lot of individuals and friends navigate many difficult systems, such as the health care system. She encouraged Panel members to go the websites she mentioned in her earlier presentation. Some resources will help them understand navigating the behavioral health system.</p> <p>Sue Douglas was scheduled to present at the Arizona Charter School Association to new</p>	

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	<p>directors on March 10, 2012.</p> <p>She has been using the positive behavioral support system at her school. It seems to be a natural part of the Response to Intervention (RTI) system in reading and math.</p> <p>She found the day's meeting format very helpful. She felt that she now knows how to access resources better.</p> <p>In addition to being the Special Education Director for Arizona Department of Juvenile Corrections (ADJC) Dr. Gail Jacobs is now the Superintendent as well. Dr. Jacobs and her staff are in the process of revitalizing ADJC. They will be partnering with ADE on Superintendent Hupenthal's program, "Free Throw". She is working to introduce new programs and technology into the ADJC classrooms.</p>	
14. Adjournment.	<p>Based on comments made by Panel members Ms. Williams suggested that a future meeting focus on Secondary Transition.</p> <p>The next SEAP meeting is scheduled for May 15, 2012. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>The meeting was adjourned at 3:35 pm.</p>	14. Adjournment.